



West Ashley Middle

1776 William Kennerty
Charleston, SC 29407

Grades	6-8 Middle School	
Enrollment	403 Students	
Principal	Jennifer R. Coker	843-852-6500
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mrs. Toya Hampton Green	843-723-7831

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Average
2008	At-Risk	Below Average
2007	At-Risk	At-Risk
2006	Below Average	At-Risk
2005	Below Average	Below Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

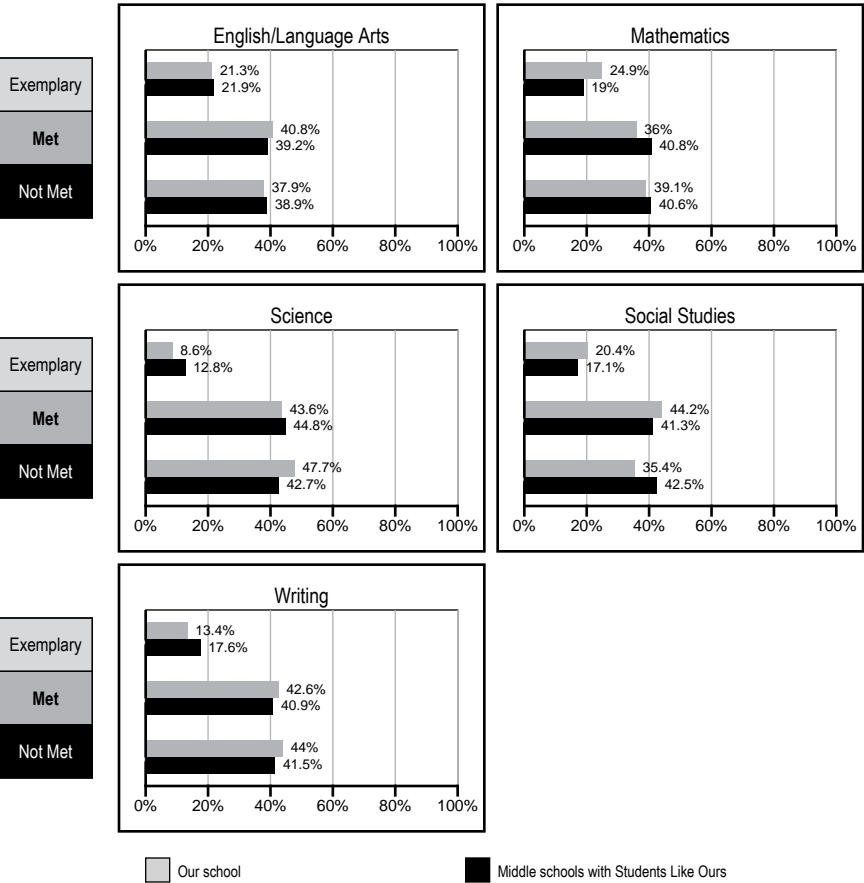
93.8%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	24	15	3

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	97.7%	91.2%
English 1	96.6%	89.7%
Physical Science	N/A	94.8%
US History and the Constitution	N/A	N/A
All Subjects	97.2%	91.1%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=403)				
Students enrolled in high school credit courses (grades 7 & 8)	42.4%	Down from 58.3%	18.3%	21.6%
Retention rate	3.3%	Down from 4.2%	1.8%	1.2%
Attendance rate	95.1%	Up from 95.0%	95.4%	95.9%
Eligible for gifted and talented	8.4%	Down from 9.8%	10.6%	14.8%
With disabilities other than speech	15.5%	Down from 16.7%	15.4%	12.6%
Older than usual for grade	5.0%	Down from 7.3%	4.1%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	23.1%	Up from 13.8%	1.1%	0.6%
Annual dropout rate	0.4%	Up from 0.0%	0.0%	0.0%
Teachers (n=38)				
Teachers with advanced degrees	55.3%	Up from 52.9%	56.9%	56.9%
Continuing contract teachers	71.1%	Up from 70.6%	68.8%	72.7%
Teachers with emergency or provisional certificates	8.8%	Up from 4.0%	9.1%	5.3%
Teachers returning from previous year	62.0%	Down from 63.6%	78.9%	82.9%
Teacher attendance rate	94.3%	Down from 95.9%	95.3%	95.2%
Average teacher salary*	\$44,835	Up 5.2%	\$46,051	\$46,599
Professional development days/teacher	12.0 days	Down from 27.4 days	12.2 days	10.8 days
School				
Principal's years at school	3.5	Up from 2.5	3.0	3.0
Student-teacher ratio in core subjects	20.1 to 1	Up from 18.0 to 1	18.9 to 1	20.1 to 1
Prime instructional time	87.9%	Down from 89.2%	89.9%	89.9%
Opportunities in the arts	Excellent	Up from Good	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	97.8%	Up from 90.2%	97.8%	97.8%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil**	\$9,230	Up 23.2%	\$8,162	\$7,645
Percent of expenditures for instruction**	61.5%	Down from 64.2%	62.7%	63.4%
Percent of expenditures for teacher salaries**	56.7%	Down from 59.6%	55.2%	57.0%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

The School Improvement Council (SIC) of West Ashley Middle School (WAMS) is happy to share the 2008-2009 School Report Card with members of our community.

During the current school year we continued a number of initiatives focused on increasing student achievement. One program that we continued was Curriculum Assistance Time (CAT), which assisted students to ensure success in all academic areas. We also offered computer-assisted skill instruction to targeted students based on performance appraisals in Reading and Math. Our Gifted and Talented students received extra services during our Flex period. We also continued Inclusion for all students in Science and Social Studies and Single-Gender classes in Pre-Algebra.

In addition to the existing initiatives, we began focusing on academic rigor for all students. Our 7th and 8th grade ELA and Math teachers were trained and implemented SpringBoard into their classrooms. In an effort to challenge our students we added more high school credit courses for a total of six. (Algebra I, English I, Spanish 1, Geometry, Keyboarding, BCA) Finally, we implemented small group instruction for targeted students. All students were placed into Flex groups based on PACT and MAP scores. These groups met three times a week for 35 minutes.

WAMS continued to implement PBIS, a positive behavior system that rewards students and staff for being: Responsible, Respectful, Prepared, and Courteous. We were honored with a Banner Award for our implementation of PBIS within the school. We continued to motivate and encourage students to attend school daily and have continued to sustain our attendance rate during the 2008-2009 school year. Finally, we continued offering clubs bi-weekly during the day. We added incentive time twice a month: once for students with no discipline referrals and once for students with all work completed.

Literacy will be our primary goal for the 2009-2010 school year. We will have focused professional development on incorporating Literacy into all courses. We completed our Literacy Plan this year and will implement it fully during the coming year. This will include the continuation of Summer Reading, Reading Logs, and school-wide novels and developing a Community of Readers in our building.

Increasing technology usage by classroom teachers and students for instructional delivery and differentiated instruction continues to be our secondary goal. During the 2008-2009 school year, each classroom was equipped with 3-5 computers. All core content classrooms were provided a Smart Board or Air Liner and a LCD projector. Courses were added to our related arts classes to support the use of technology: PhotoShop, Graphic Design, News Team, Introduction to Technology.

Our final goal is to continue to increase parent and community support. We continued working on this goal during the 2008-2009 school year through our Parent Link Phone system, quarterly Progress Report pick-up Nights, Quarterly Awards Ceremonies, and new business partnerships. We also look forward to increasing participation in our parent volunteer program, building a strong PTA, and inviting parents and community members to visit and volunteer at WAMS.

Principal: Jennifer R. Coker

SIC Chair: Charlotte Schlamp

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	31	133	199
Percent satisfied with learning environment	87.1%	64.1%	77.0%
Percent satisfied with social and physical environment	96.8%	67.2%	78.1%
Percent satisfied with school-home relations	54.8%	75.0%	72.0%

* Only students at the highest middle school grade level and their parents were included.

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School Adequate Yearly Progress

NO

This school met 19 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance			
	Our District		State
Classes in low poverty schools not taught by highly qualified teachers	2.5%		1.7%
Classes in high poverty schools not taught by highly qualified teachers	7.5%		5.8%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	18.4%	0.0%	No
Student attendance rate	95.1%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	391	100	38.9	40.3	20.7	72.7	84.9	82.8	Yes	Yes
Gender										
Male	210	100	42.2	36.9	20.9	70.1	81.8	79.3	N/A	N/A
Female	181	100	35.2	44.2	20.6	75.8	88.1	86.5	N/A	N/A
Racial/Ethnic Group										
White	88	100	19.8	39.5	40.7	86.4	95.8	89.5	Yes	Yes
African American	278	100	46.8	41.5	11.7	67.3	74.8	73.7	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	96.4	92.3	I/S	I/S
Hispanic	13	100	33.3	16.7	50	75	76.3	76.5	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	94	82.5	I/S	I/S
Disability Status										
Disabled	65	100	74.1	20.4	5.6	31.5	53.5	52	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	16	100	28.6	35.7	35.7	78.6	75.6	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	266	100	44.7	39.6	15.7	66.8	74.9	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	391	99.7	42.9	38.4	18.8	69.9	81	78.9	Yes	Yes
Gender										
Male	210	99.5	42.2	36.9	20.9	70.6	79.3	77	N/A	N/A
Female	181	100	43.6	40	16.4	69.1	82.8	80.9	N/A	N/A
Racial/Ethnic Group										
White	88	100	22.2	30.9	46.9	85.2	94.6	87.2	Yes	Yes
African American	278	99.6	52.4	40.7	6.9	62.9	67.9	66.7	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	94.6	93	I/S	I/S
Hispanic	13	100	16.7	50	33.3	91.7	76.7	76	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	92	79.5	I/S	I/S
Disability Status										
Disabled	65	98.5	81.5	14.8	3.7	27.8	46.9	45.5	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	16	100	7.1	42.9	50	92.9	77.1	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	266	99.6	50.2	35.3	14.5	64.3	69.2	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	249	100	47.3	44.1	8.6	52.7	68.9	67.5
Gender								
Male	142	100	50.4	38.4	11.2	49.6	68.2	67
Female	107	100	43.3	51.5	5.2	56.7	69.6	68
Racial/Ethnic Group								
White	63	100	19.3	59.6	21.1	80.7	90.4	79.5
African American	169	100	59.3	38	2.7	40.7	48.1	50.3
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	87.2	84.3
Hispanic	10	I/S	I/S	I/S	I/S	I/S	58.6	60.7
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	84.4	71.2
Disability Status								
Disabled	43	100	67.6	26.5	5.9	32.4	36.6	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	11	100	I/S	I/S	I/S	I/S	58.3	59.6
Socio-Economic Status								
Subsided meals	167	100	56.2	38.4	5.5	43.8	50.2	55.1

Social Studies								
All Students	254	99.6	35.1	44.4	20.4	64.9	76.8	72.3
Gender								
Male	132	100	37.7	37.7	24.6	62.3	75.3	71.5
Female	122	99.2	32.4	51.4	16.2	67.6	78.4	73.2
Racial/Ethnic Group								
White	55	98.2	20.4	34.7	44.9	79.6	91.5	80.7
African American	184	100	41.1	47.9	11	58.9	62.7	60
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	89.5	88.5
Hispanic	8	I/S	I/S	I/S	I/S	I/S	71.4	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	90.9	72.2
Disability Status								
Disabled	44	100	67.6	27	5.4	32.4	46.6	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	11	100	I/S	I/S	I/S	I/S	71.6	67.9
Socio-Economic Status								
Subsided meals	165	100	40.6	47.6	11.9	59.4	64	62.1

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	398	99.8	43.9	42.7	13.4	56.1	74.1	70.2	95.1	96
Gender										
Male	214	99.5	47.1	41.4	11.5	52.9	67.8	63.2	94.7	95.9
Female	184	100	40.1	44.3	15.6	59.9	80.6	77.5	95.7	96.1
Racial/Ethnic Group										
White	93	100	26.2	46.4	27.4	73.8	90.4	79.1	94.3	95.9
African American	280	99.6	50.6	41.4	8	49.4	59.2	57.6	95.3	96
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	89.9	86.2	98.3	97
Hispanic	13	100	50	25	25	50	61.1	62.6	96	96.3
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	84	68.7	97.8	95.8
Disability Status										
Disabled	65	100	N/AV	N/AV	N/AV	13	29.6	26.1	93.2	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	97.4
English Proficiency										
Limited English Proficient	16	100	42.9	42.9	14.3	57.1	60.2	61.2	96.9	96.5
Socio-Economic Status										
Subsidized meals	271	99.6	50.4	42.4	7.1	49.6	59.1	58.9	94.6	95.7

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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English/Language Arts

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	125	100	43.4	42.5	14.2	56.6
	7	111	100	36.5	37.5	26	63.5
	8	155	100	37.1	40.6	22.4	62.9

Mathematics

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	125	100	41.6	42.5	15.9	58.4
	7	111	100	35.4	40.6	24	64.6
	8	155	99.4	49	33.6	17.5	51

Science

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	63	100	42.9	53.6	3.6	57.1
	7	111	100	42.7	46.9	10.4	57.3
	8	75	100	57.1	32.9	10	42.9

Social Studies

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	63	100	26.3	64.9	8.8	73.7
	7	111	99.1	41.1	29.5	29.5	58.9
	8	80	100	34.2	47.9	17.8	65.8

Writing

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	127	100	50.4	42.6	7	49.6
	7	113	99.1	34	42.3	23.7	66
	8	158	100	45.2	43.2	11.6	54.8

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